

Democratic Educational Administration as Potential Contributors to Learning Environment in Colleges

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Abstract:

In the present study the author has attempted to find out the prevailing type of administration in government and private colleges contributing to the learning environment. Differences in the administrative approaches of government and private colleges were also investigated. The sample consisted of 24 teachers from 12 government and 24 teachers from 12 private colleges. Principal Administrative Style Scale (PASS) was used in the present study. The data was analysed by statistical method which include mean, standard deviation and t-test. The results revealed that the principal often work democratically and almost always setting up long run vision of the desired objectives which shows the democratic attitude. The results also disclosed that the teachers of government and private colleges similarly perceived their college environment so far the principal administrative style created in the colleges for democratic behaviour is concerned.

Keywords: Democratic administration, Learning environment, Administrative style

I. INTRODUCTION

The educational institution was first analyzed systematically in 1932 by Willard Waller in a pioneer work known as 'The Sociology of Teaching' and characterized that organizations have a definite population, clearly defined structure based on specific social interactions, represent the nexus of a compact network of social relationships, pervaded by a we-feeling and definitely their own culture. So, an organization is Social System. Human behavior in college is rather unpredictable. It is unpredictable because it arises from people's deep seated needs and value system. In the words of Davis (1967) "just people have psychological needs, they have social roles and status". And every college has its own management which refers to the functional process of accomplishing the goals of the college through the help of the others. At college level the Principal is the manager who is given the responsibility for achieving the goals assigned to him or her as part of the overall goals of the college and who is expected to get the job alone. If a principal who cannot lead in a democratic fashion cannot be succeed and survive as Kumar (1975) revealed that relationship between principal and teachers – influence the students performance and Ashraf (1988), Adolphe (2002), Allen (2003), Prashar (2004) find out that lack of co-operation and coordination, and non-availability of funds have the negative effect on the success of innovation. Bhatnagar and Agrawal, (2001) also believe that democratic style of a college principal helps to build the positive learning environment because of its feature as cooperation, coordination, sharing responsibility etc. Principal behaviour in colleges is necessary not only because they play an important role to mould the student's behaviour and teachers behaviour; both inside and outside the college but also because they largely determine their interest and achievement.

As administration is a process involving a system of

interwoven elements including planning, organization, management, appraisal and control which is not possible with comprehensive understanding of the basic elements of administration. Research unequivocally points out to the need for principals to provide democratic leadership to teachers to enable play their role more effectively. Principal style of leadership can be classified into five dimensions which are given below:

1. **General Administration:** The extent to which the administration of the college appraising method, process, achievement and supervise in terms of already setup objectives.
2. **Purposing:** The extent to which the principal enthusing the teachers and students with the goals of education.
3. **Planning:** The extent to which the principal setting up long-range vision of the desired objectives.
4. **Organizing:** The extent to which the principal adopt specific procedure and allocate responsibility.
5. **Operating:** The extent to which the principal pools of efforts and resources, securing participation and morale of the workers and offering them, coordination and direction of control.

Generally, administrative functioning of principals is influenced by their attitude which may be conservative or liberal, democratic or autocratic. With a positive attitude towards democratic administrative behavior a principal acts as a leader with his co-workers cooperatively and not as a dictator.

Objectives of the Study: The objectives of the study were:

1. To study the administrative approaches or type of administration of the Govt. colleges contributing to the learning environment.

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2. To study the administrative approaches or type of administration of the Private colleges contributing to the learning environment.
3. To study the administrative approaches or type of administration of the total colleges contributing to the learning environment.
4. To compare the administrative approaches or type of administration of the Govt. colleges and Private colleges contributing to the learning environment.

II. METHOD

The population for the present study comprised of all the Districts of North Bihar, all the Colleges of these districts and all the teachers of these colleges. Random sampling techniques used to collect data. After selection of 12 Govt. colleges and 12 Private colleges North Bihar randomly, two teachers from each college have been selected to constitute the sample of teachers. Principals Administrative Style Scale (PASS) constructed and standardized by the investigator is used in the present study. For positive statements, 5 marks were given to response, ‘Almost Always’, 4 marks to ‘Often’, 3 marks to ‘Sometimes’, 2 marks to ‘Seldom’ and 1 marks to ‘Almost Never’. In case of negative statements, the order was reversed.

III. RESULT AND DISCUSSION

Table 1. Means and Standard Deviation of Teachers’ Perception of the Principals Administrative Style Scale (PASS) for the Government Colleges

Dimensions	No. of items	Mean	SD
General Administration	10	38.91	3.67
Purposing	10	36.83	5.61
Planning	10	40.91	2.70
Organizing	10	39.04	4.18
Operating	10	35.12	5.44

Groups: (1) 0-10 Almost Never (2) 10-20 Seldom (3) 20-30 Sometimes (4) 30-40 Often (5) 40-50 Almost Always

Table No. 1 and Figure 1 show that Govt. College teachers hold positive view about Principal administrative style. The table reveals that the mean score for planning is 40.91 (maximum 50.00). This score indicates that the principal of the college in regards to planning fall in higher group (5th group) and setting up long-range vision of the desired objectives to maintain democratic administrative behaviour in the college. On the other hand other means scores fell in 4th group. From these findings it can be conclude that the principals often work democratically. These scores indicate that the principal have democratic administrative behaviour which help in making learning environment conducive. The principal have established the college as a place that provides democratic administration, planning and insures appropriateness of democratically organizing principles is maintained.

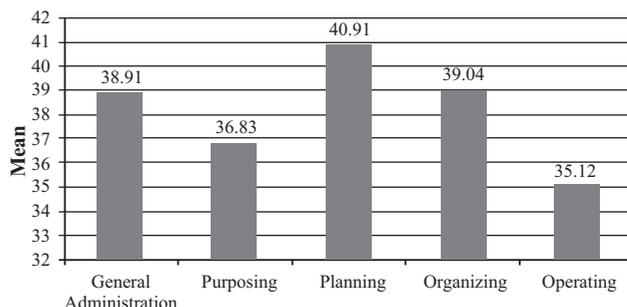


Figure 1 Teachers’ Perception of the Principals Administrative Style Scale (Pass) in five Dimensions for the Government Colleges

Table 2. Means and Standard Deviation of Teachers’ Perception of the Principals Administrative Style Scale (PASS) for the Private Colleges

Dimensions	No. of items	Mean	SD
General Administration	10	37.91	3.57
Purposing	10	37.12	3.98
Planning	10	40.58	2.35
Organizing	10	36.08	5.22
Operating	10	36.12	5.35

Groups: (1) 0-10 Almost Never (2) 10-20 Seldom (3) 20-30 Sometimes (4) 30-40 Often (5) 40-50 Almost Always

The mean performance on the PASS measuring teacher perception of the private colleges regarding principal’s behaviour through five dimensions and it was found that four mean score lies in 4th group and one mean score lies in 5th group as shown in Table No. 2 and Figure 2 From this finding it can be safely concluded that the administration of the college often appraising method, process, supervise and enthusing the teachers and students, adopt specific procedure and allocate responsibility, pools of efforts and resources, securing participation and morale of the workers and offering them, coordination and direction of control in terms of already setup objectives. It can also be concluded that the principal of the college almost always setting up long-range vision of the desired objectives in terms of planning.

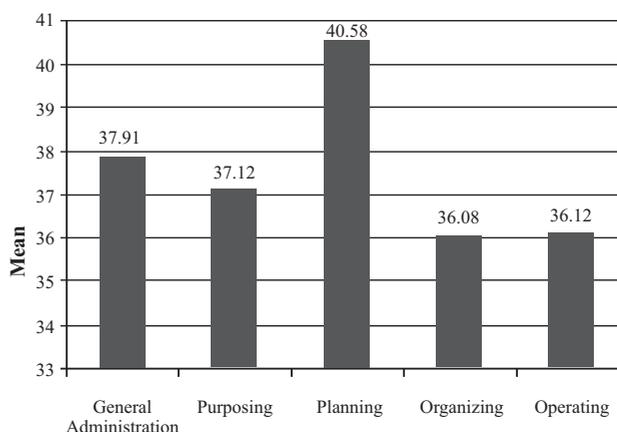


Figure 2 Teachers’ Perception of the Principals Administrative Style Scale (Pass) in Five Dimensions for the Private Colleges

Table 3. Means and Standard Deviation of Teachers' Perception of the Principals Administrative Style Scale (PASS) for the Total Sample

Dimensions	No. of items	Mean	SD
General Administration	10	38.41	3.61
Purposing	10	36.97	4.81
Planning	10	40.75	2.51
Organizing	10	37.56	4.91
Operating	10	35.62	5.36

Groups: (1) 0-10 Almost Never (2) 10-20 Seldom (3) 20-30 Sometimes (4) 30-40 Often (5) 40-50 Almost Always

Table No. 3 and Figure 3 show that total sample of college teachers fell in different means for different dimension regarding style of administration. The mean of one dimension (Planning) was found in higher group. On the other hand, it is also evident from the table that four dimensions (general administration, purposing, organizing and operating) fell in 4th category. On the basis of the above findings it can be inferred that the principals of the college almost always setting up long-range vision of the desired objectives which shows his democratic attitude. On the other hand the table also exhibits that attitude of the principals often appraising, supervise, allocate responsibility, securing participation and morale of the workers and offering them, coordination and direction of control in terms of already setup objectives. From the above findings it can be conclude that the principal work democratically in the organization and make learning environment congenial.

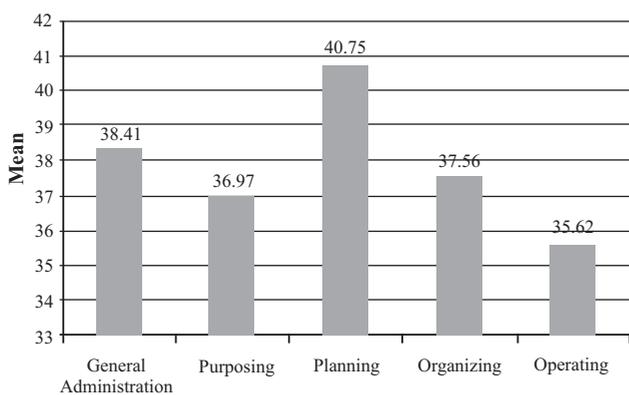


Figure 3 Teachers' Perception of the Principals Administrative Style Scale (Pass) in five Dimensions for the Total Sample

Comparison of Teachers' Perception of the Principals Administrative Style Scale (PASS) between Govt. colleges and Private colleges

Table 4. Means and Standard Deviation of Teachers' Perception of the Principals Administrative Style Scale (PASS)

Dimensions	No. of items	N	Mean		SD		t	Sig.
			Govt.	Private	Govt.	Private		
General Administration	10	24	38.91	37.91	3.67	3.57	.913	.371
Purposing	10	24	36.83	37.12	5.61	3.98	-.278	.783
Planning	10	24	40.91	40.58	2.70	2.35	.456	.653
Organizing	10	24	39.04	36.08	4.18	5.22	2.607*	.016
Operating	10	24	35.12	36.12	5.44	5.35	-.748	.462

*P<0.05

From the table 4 it is evident that out of the five t-ratios calculated four were not found statistically significant whereas one was found significant. So far the mean scores on general administration, purposing, organizing and operating of PASS of teachers of Govt. colleges and that of Private Colleges were concerned they did not differ significantly. These findings revealed that the teachers of Govt. colleges and Private colleges similarly perceived their college environment so far the principal's administrative style created in the college for democratic behaviour is concerned. But Govt. colleges differed with Private colleges in terms of democratic environment for organizing. From these findings it can be safely concluded that in a comparative perspective Govt. colleges on the average provided best suited environment for democratic atmosphere in the colleges.

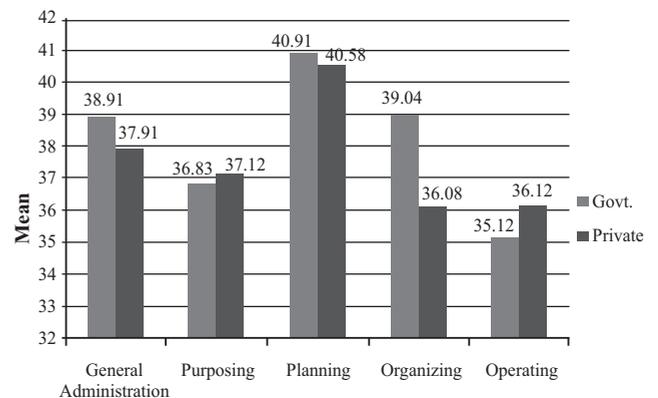


Figure 4. Comparison of Teachers' Perception of the Principals Administrative Style Scale (PASS) in Five Dimensions between Govt. Colleges and Private Colleges

IV. CONCLUSION

The purpose of the present study was to find out the principals administrative behaviour, as their behaviour influence the entire teaching learning environment of the college. The principals and teachers should also follow the democratic approach of administration because it is believed that democratic behaviour is the most appropriate approach of administration. But most important point is whether the principals and teachers are ready to adopt this approach and hence their attitude is at prime consideration. It is impossible to adopt an approach of democratic administrative behaviour

without having a positive attitude towards democratic administrative behaviour. And therefore, the empirical measurement of principals and teachers attitudes is needed to enable the educational workers to formulate practices in the school to affect cohesion amongst the various reference groups engaged in the process of education. The study as revealed that principal of the govt. colleges and private colleges do not differ in their attitudes towards democratic administrative behaviour but some principals have negative attitude towards democratic administrative behaviour. They may be provided in-service training and educational workers can formulate basic principles of improving administrative practices in colleges.

V. REFERENCES

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